

Writing Center Workshop Lesson Plan

Professional Writing Foundations (1 hour 30 minutes)

Lesson Objectives:

- 1) Reinforce transfer of audience awareness skills in everyday and academic contexts to professional writing contexts
- 2) Introduce students to foundational professional writing strategies, such as
 - a) Recognizing and writing with awareness of PAT (Purpose, Audience, Tone)
 - b) Prioritizing and arranging information to maximize readability
 - c) Following standard business genre conventions
 - d) Writing to include readers of all identities (race, gender, level of ability, etc.) and international/ELL readers
 - e) Writing with sentence-level correctness, concision, and clarity
- 3) Give students the chance to practice and review these strategies by assessing and revising an ineffective memo-email they might encounter in the workplace
- 4) Demonstrate how the strategies learned during the workshop can be applied to a variety of professional composing situations students may encounter in their fields

Preparation:

- 1) Review lesson plan and handouts
- 2) Edit the memo-email needed, such as updating dates (optional)
- 3) Check that there are enough copies of the instructor and student materials. Print more if necessary.

Handouts:

- 1) Student handout
- 2) Activity prompt
- 3) Memo-email

Technology: PC/projector for displaying students handout; document camera (optional, but useful)

Introductory Activity: 15-20 minutes

- 1) Introduce yourself, the Writing Center, and the lesson. You can also let the instructor know that they're free to jump in and offer knowledge/suggestions at any time.
- 2) Hand out the student handout
- 3) Student introductions—name and class
- 4) Have students think/pair/share the introductory activity on the handout
- 5) Go through the student handout and help students fill in the blanks

Practice activity: 45-60 minutes

- 1) Split the class into small groups or partnerships, depending on size
- 2) Hand out the activity and memo-email; pull the activity up on the projector
- 3) Introduce activity: That they must assess an ineffective memo-email that was sent to a recipient, rewriting and sending an improved version themselves
- 4) Walk around to facilitate groups as they write. Students should compose one email per group and can handwrite it or type it (depending on if your room has a document camera, since you'll want to be able to show off each group's email when they're done). *Resist the temptation to answer student questions about **how** the email should be written.* Such composing decisions are part of the activity's challenge and realism.
- 5) Finally, ask students to share their new memo-emails. You can show them to the class at large by using the document camera, or having students email/Google Docs share with you
- 6) Ask the class at large what they like about each email, linking successes back to the lecture notes

Closing Notes: 5-10 minutes

- 1) Review main ideas of lesson/direct students to fill in missing lecture note blanks
- 2) Take any last questions
- 3) Encourage students to come to the Writing Center

Opportunities for Additional Practice:

- 1) Kolin, Philip C. *Successful Writing at Work Concise Fourth Edition*. Cengage Learning, 2015. ISBN-13: 978-1285052564.

Writing Center Workshop: Professional Writing Foundations
Student Handout/Lecture Notes WITH FACILITATOR ANSWERS

Introductory Activity:

Write down or talk over answers to these questions to get started thinking about this topic. We'll share our responses.

- 1) How do you define professional writing? What does it look like? Sound like?
- 2) What do you think are some differences between professional writing and academic writing?
- 3) How do you expect to use professional writing in your respective careers?
- 4) What are your best practices for professional writing?
- 5) What are "worst" practices, or things professional writing shouldn't do?

Professional Writing Best Practices: Lecture Notes

- 1) Recognize and write documents with an awareness of PAT, or

_____purpose, audience, and tone_____

- a) Although there can be multiple purposes, one is generally ____primary____, and will call the shots in your document
 - b) The same goes for audience: Consider ____who else____ besides your primary audience might read your document
 - c) ____Feeling words_____ create tone, and should be used to forward your document's purpose
 - i) You already use PAT in your daily communications! It's just that you're more familiar with audiences like your friends or family and documents like text messages.
- 2) ____Select, prioritize, and arrange_____ information to maximize readability
 - a) Consider ____scope____; what does the reader need to know, and when?
 - b) Try using ____headers, bullets, and formatting_____

- 3) Follow standard business genre _____ conventions _____
- 4) Write to include readers of all identities
- a) Seek out _____ organization media style guides _____
for accurate ways to refer to individuals and level of ability
 - b) Strive for gender _____ neutrality _____; “they” is okay!
 - c) Avoid _____ idioms _____ not just for
_____ international readers _____ or _____
_____ English Language Learners _____ (ELLs), but to improve clarity
- 5) Write with sentence-level _____ clarity, concision, and correctness _____

Add other notes here:

Writing Center Workshop: Professional Writing Foundations Student Handout/Lecture Notes

Introductory Activity:

Write down or talk over answers to these questions to get started thinking about this topic. We'll share our responses.

- 6) How do you define professional writing? What does it look like? Sound like?
- 7) What do you think are some differences between professional writing and academic writing?
- 8) How do you expect to use professional writing in your respective careers?
- 9) What are your best practices for professional writing?
- 10) What are "worst" practices, or things professional writing shouldn't do?

Professional Writing Best Practices: Lecture Notes

- 6) Recognize and write documents with an awareness of PAT, or

- a) Although there can be multiple purposes, one is generally _____, and will call the shots in your document
 - b) The same goes for audience: Consider _____ besides your primary audience might read your document
 - c) _____ create tone, and should be used to forward your document's purpose
 - i) You already use PAT in your daily communications! It's just that you're more familiar with audiences like your friends or family and documents like text messages.
- 7) _____ information to maximize readability
 - a) Consider _____; what does the reader need to know, and when?
 - b) Try using _____

8) Follow standard business genre _____

9) Write to include readers of all identities

a) Seek out _____
for accurate ways to refer to individuals and level of ability

b) Strive for gender _____; “they” is okay!

c) Avoid _____ not just for
_____ or _____
_____ (ELLs), but to improve clarity

10) Write with sentence-level

Add other notes here:

Email Activity—Scenario

You may work with a partner/small group for this activity.

You are Dakota Jefferson, program manager at the Chicago location of the American Hospital Association (AHA). AHA is hosting a small, socially distanced panel of prominent healthcare professionals which it plans to livestream via Zoom as a professional development event for the healthcare community, and has invited Kintaro Kaneko, a well-known doctor and advisor to Japan's Japan Institute for Global Health (JIGH.)

You've taken on the responsibility of facilitating Mr. Kaneko's visit and panel participation. A junior colleague, Richard, has already emailed Mr. Kaneko the itinerary for the trip, but Mr. Kaneko replied back expressing some confusion.

He doesn't seem to understand how to catch his flights or follow his itinerary. He's also (understandably) concerned about the US's high number of COVID-19 cases compared to Japan's. Upon reviewing Richard's initial memo, you've decided to send Mr. Kaneko a new one yourself, clarifying the previous memo's content.

Task

Considering the memo Richard sent, write a new memo from your perspective as AHA program manager that uses professional writing best practices and reflects PAT, or

- Accomplishes its primary and/or multiple **purposes**
- Demonstrates **audience** awareness
- Uses an effective **tone**

American Hospital Association
155 N Wacker Dr
Chicago, IL 60606
aha.org

March 5, 2021

Kintaro Kaneko, CEO
Kaneki International Investment Company
1-28-10 Ichiban-cho
Tokyo 109 Japan

Dear Kintaro-san:

The AHA is deeply honored and excited to welcome you! My name is Ric, and I can safely say that every man and woman in our office is grateful you're participation in our panel.

Here's your itinerary so we're on the same page: You'll be leaving Tokyo on ANA 7006 at 6:45 pm on the day before the panel, 4/8/2021. When you arrive at 3:35 pm (on the same day), you'll recognize Michelle at Arrivals (look for the Asian American woman). She's hearing-impaired, but is still perfectly capable of driving you to the Marriott Hotel. Although you may be tired from your flight, I'm confident you'll want to join my colleagues for dinner that night at Cindy's, which offers commanding views of the city (and is a rooftop restaurant for your safety!). I recommend wearing face coverings for the duration of your trip and avoiding indoor or enclosed spaces due to the high number of COVID-19 cases here—so don't let your guard (or your mask) down!

Our people will meet you at AHA Friday, where we'll show you to the room where the panel will take place. We will accompany you for a portion of your visit but you're also free to check out the city cities on your own provided you adhere to social distancing laws.

To be frank, our CEO is excited at the prospect of extending AHA's membership internationally and thinks Japanese and American healthcare professionals have a lot to learn from one another. We hope this is the first of many conversations we have with you about improving health outcomes globally.

Anyway, I hope you'll enjoy your stay until your departure on 4/11/2021 ANA 111 at 4:20 pm and touchdown back in Japan at 8:35 pm. If there's anything you'd like to do, please contact Dakota Jefferson, who will facilitate your visit! We're looking forward to meeting with you soon.

With regards,
Richard Green
Program Associate
aha.org